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BRIDGEWATER

STATE NORMAL SCHOOL

CATALOGUE

1900-1901

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RESIDENCE HALL.

NORMAL SCHOOL.

STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

1900-1901

TERMS 136 AND 137

BOSTON: WRIGHT & POTTER PRINTING CO.
STATE PRINTERS, 18 POST OFFICE SQUARE
NINETEEN HUNDRED AND ONE

STATE BOARD OF EDUCATION, 1901.

ESTABLISHED IN 1837.

EX OFFICIO.

HIS EXCELLENCY W. MURRAY CRANE, *Governor.*
HIS HONOR JOHN L. BATES, *Lieutenant Governor.*

BY APPOINTMENT.

		Term expires.
GEORGE H. CONLEY, A.M.	Boston	May 25, 1901.
Mrs. ALICE FREEMAN PALMER	Cambridge	May 25, 1902.
JOEL D. MILLER, A.M.	Leominster	May 25, 1903.
Mrs. KATE GANNETT WELLS	Boston	May 25, 1904.
FRANKLIN CARTER, Ph.D., LL.D.	Williamstown	May 25, 1905.
GEORGE I. ALDRICH, A.M.	Newtonville	May 25, 1906.
Elmer H. CAPEN, D.D.	Somerville	May 25, 1907.
ELIJAH B. STODDARD, A.M.	Worcester	May 25, 1908.

SECRETARY.

FRANK A. HILL, A.M. . . . . Cambridge.

CLERK AND TREASURER.

C. B. TILLINGHAST . . . . . Boston.

AGENTS.

JOHN T. PRINCE, Ph.D.	West Newton.
GRENVILLE T. FLETCHER, A.M.	Northampton.
HENRY T. BAILEY	North Scituate.
L. WALTER SARGENT, Assistant	Littleton.
JAMES W. MACDONALD, A.M.	Stoneham.

BOARD OF VISITORS.

Mrs. ALICE FREEMAN PALMER. GEORGE I. ALDRICH, A.M.

INSTRUCTORS.

ALBERT GARDNER BOYDEN, A.M., Principal.
Educational Study of Man.

ARTHUR CLARKE BOYDEN, A.M., Vice-Principal.
Natural Science, History and Civil Polity.

FRANZ HEINRICH KIRMAYER, Ph.D.
Classics and Modern Languages.

WILLIAM DUNHAM JACKSON.
Science, English Literature, Mathematics.

CHARLES PETER SINNOTT, B.S.
Natural Science, Geography.

HARLAN PAGE SHAW.
Physical Science, Industrial Laboratory.

FRANK ELLIS GURNEY.
Latin, Astronomy, Mathematics.

ISABELLE SARA HORNE.
Vocal Culture and Reading.

CLARA COFFIN PRINCE.
Vocal Music, Mathematics.

FANNY AMANDA COMSTOCK.
Rhetoric, Arithmetic, Botany.

ELIZABETH HELEN PERRY.
Drawing.

EMILY CURTIS FISHER.
English, Geometry.

BESSIE LOUISE BARNES.
Physiology, Physical Training.

LILLIE EVELINE MERRITT.
Assistant in Drawing.

LILLIAN ANDERSON HICKS.
Supervisor of Practice Teaching.

MODEL SCHOOL.

BRENELLE HUNT, Principal. Grade IX.

ADELAIDE REED, Grade IX.
MARTHA M. BURNELL, Grade VIII.
HANNAH E. TURNER, Grade VII.
NELLIE M. BENNETT, Grade VI.
JENNIE BENNETT, Grade V.
MARY L. WALLACE, Grade IV.
SARAH W. TURNER, Grade III.
SARAH E. PRATT, Grade II.
FLORA M. STUART, Grade I.

Kindergarten.

ANNE M. WELLS.
FRANCES P. KEYES, Assistant.

School Days are marked by Full-face Figures; Vacations and Holidays by Light-face Figures.

...1901...

JULY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
--	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	--	--	--

AUGUST.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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22	23	24	25	26	27	28
29	30	--	--	--	--	--

OCTOBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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20	21	22	23	24	25	26
27	28	29	30	31	--	--
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NOVEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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22	23	24	25	26	27	28
29	30	31	--	--	--	--

...1902...

JANUARY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	--

FEBRUARY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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16	17	18	19	20	21	22
23	24	25	26	27	28	--

MARCH.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	--	--	--	--	--

APRIL.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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MAY.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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18	19	20	21	22	23	24
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JUNE.

Su.	Mo.	Tu.	We.	Th.	Fr.	Sa.
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	--	--	--	--	--

CALENDAR.

SIXTY-SECOND SCHOOL YEAR, 1901–1902.

NORMAL SCHOOL.

1901.	
PUBLIC GRADUATION . . .	Tuesday, June 25, 10 A.M.
FIRST ENTRANCE EXAMINATION .	Thursday, Friday, June 27 and 28.
SECOND ENTRANCE EXAMINATION .	Tuesday, Wednesday, September 10 and 11.
SCHOOL YEAR BEGINS . . .	Thursday, September 12.
THANKSGIVING RECESS . . .	November 27 to December 2, inclusive.
CHRISTMAS RECESS . . .	December 21, to December 30, inclusive.
1902.	
FIRST TERM ENDS	Tuesday, February 4.
SECOND TERM BEGINS . . .	Wednesday, February 5.
SPRING RECESS	March 22 to March 31, inclusive.
PUBLIC GRADUATION . . .	Tuesday, June 24, 10 A.M.
FIRST ENTRANCE EXAMINATION .	Thursday, Friday, June 26 and 27.
SECOND ENTRANCE EXAMINATION .	Tuesday, Wednesday, September 9 and 10.

MODEL SCHOOL.

1901.	
SCHOOL YEAR ENDS . . .	Monday night, June 24.
SCHOOL YEAR BEGINS . . .	Tuesday, September 10.
THANKSGIVING RECESS . . .	November 27 to December 2, inclusive.
CHRISTMAS RECESS . . .	December 21 to December 30, inclusive.
1902.	
SPRING RECESS	March 22 to March 31, inclusive.
SCHOOL YEAR ENDS . . .	Monday night, June 23.
SCHOOL YEAR BEGINS . . .	Tuesday, September 9.

SPECIAL NOTICE.

Entrance examinations on the dates given above begin at 9 o'clock A.M., in the assembly hall. Candidates are to be present at the opening and on both days. They should come prepared to stay in September, as the term begins on the following day. Accommodations during examination may be had at Normal Hall.

For information about the school address the principal at Bridgewater.

STUDENTS.

FOR YEAR BEGINNING SEPT. 13, 1900.

SPECIAL COURSE.

Dahl, Fred William	Boston University	*Roxbury.*
West, Louis Jerauld	Harvard College	*Provincetown.*
Cooke, Clara Belle	Boston University	*Newtonville.*
Gallison, Grace Butler	Boston University	*Newton Highlands.*
Goddard, Edith	Rhode Island College	*Campello.*
Hill, Grace Mary	Mass. Institute of Technology.	*Amesbury.*
Howard, Ethel Sybel	Boston University	*Walnut Hill.*
Merrifield, Flora Lincoln *	Northwestern University.	*Cummington.*
Meserve, Bertha Niles	Mt. Holyoke College.	*Allston.*
Pilling, Maud Wheaton	Mt. Holyoke College.	*Mattapan.*
Story, Helen Bruce	Smith College	*Northampton.*
Videtto, Mrs. Sylvia Sanders †	Michigan University	*Northampton.*
Packard, Leonard Oscar	Castine, Me. Normal School.	*Rockville, Me.*
Batson, Bertha Ruena	Castine, Me. Normal School.	*Addison Point, Me.*
Bell, Ethel Bessie	Johnson, Vt. Normal School.	*Alburg Centre, Vt.*
Bennett, Clara Rachel	East Stroudsburg, Pa. Normal School.	*Shawnee, Pa.*
Brown, Mary Alice	Castine, Me. Normal School.	*Liberty, Me.*
Bunker, Adelaide Georgia *	Castine, Me. Normal School.	*Franklin, Me.*
Rockwell, Mattie Estelle	Johnson, Vt. Normal School.	*Alburg Centre, Vt.*
Young, Marcia Caroline †	Castine, Me. Normal School.	*South Hancock, Me.*
Heald, Arthur Ashton	Teacher	*Rutland.*
Abbey, Mary Susan	Teacher	*Claremont, N. H.*

* Present first term of year. † Present second term of year.

Goodell, Mary Azella	Teacher	*Morrisville, Vt.*
Grigor, Edith Marion *	Teacher	*North Attleborough.*
Howard, Sarah Elizabeth	Teacher	*Fairhaven.*
Irish, Emma Sophronia *	Teacher	*Hillside, Me.*
Jennings, Bertha Lola	Teacher	*Wolcott, Vt.*
Kempton, Mary Louisa †	Teacher	*Newport, N. H.*
Neis, Anna Marie	Teacher	*Boston.*
Sawyer, Annie Lawrie	Teacher	*Warner, N. H.*
Seaver, Margaret Evelyn	Teacher	*Quechee, Vt.*
Seyser, Abbie Augusta	Teacher	*North Easton.*
Shaunessy, Margaret	Teacher	*Erie, Pa.*
Smith, Lue Mable †	Teacher	*Warner, N. H.*
Temple, Margaret Estelle	Teacher	*West Upton.*
Tozer, Lina Luella	Teacher	*North Bennington, Vt.*

Men, 4; women, 32.

Four Years' Course.

Benson, Cyrus	*Bridgewater*	Entered	1897.
Cushman, Joseph Augustine	*Bridgewater*	"	"
Gammons, Herman	*Bridgewater*	"	"
Glover, John Herbert Henry	*South Boston*	"	"
Litchfield, Frank Webster	*North Scituate*	"	"
Roscoe, Leander Herbert	*Scotland*	"	"
Smith, Myron Albert	*Washington, Conn.*	"	"
Spaulding, George Langdon	*Manchester, N. H.*	"	"
Davis, Mabel Eunice	*East Longmeadow*	"	"
Freelove, Maude Minnie	*Fall River*	"	"
Leahy, Anastacia Genevieve	*Middleborough*	"	"
Nickels, Katherine Clifford	*Searsport, Me.*	"	"
Packard, Sarah Alice	*Brockton*	"	"
Stewart, Ella Louise	*Cohasset*	"	"
Cushing, Sumner Webster	*Brockton*	"	1898.
Leonard, Nahum	*Bridgewater*	"	"
Savary, Charles Pemberton	*North Easton*	"	"
Smith, William Everett	*Marblehead*	"	"
Boyden, Ethel	*Bridgewater*	"	"
Crooker, Ethel Maud *	*Brockton*	"	"
Hanchett, Ellen Draper	*South Natick*	"	"
Hutchinson, Cora May	*Whitman*	"	"
Mann, Annie Bertha	*Brockton*	"	"
Turner, Elsie Evelyn	*North Scituate*	"	"

* Present first term of year. † Present second term of year.

Carroll, Michael Davitt	*East Bridgewater*	Entered	1899.
Matossian, Jesse	*Aintab, Syria*	"	"
Pellissier, Robert Edouard	*Brooklyn, N. Y.*	"	"
Powers, Roger Arthur	*Campello*	"	"
Vinal, Willie Gould	*Norwell*	"	"
Bennett, Ida Thomas	*New Bedford*	"	"
Clapp, Ida May	*Scituate*	"	"
Gunn, Sarah Cameron	*Dedham*	"	"
Lawrence, Amy Winifred	*Lebanon, N. H.*	"	"
Payson, Lula Estelle	*Camden, Me.*	"	"
Valentine, Jennie Judith	*Fairhaven*	"	"
Waterman, Bessie Everson	*Campello*	"	"
Gould, Joseph Francis	*Rockland*	"	1900.
Hapgood, Arthur Williams	*Uxbridge*	"	"
McDonnell, John Martin	*Rockland*	"	"
Miller, Chester Frederic	*Bridgewater*	"	"
Walter, Charles Wesley	*Barre*	"	"
Blake, Emily Stetson	*New Bedford*	"	"
Hayward, Lucy Everett	*Halifax*	"	"
Houghton, Rose Estella	*East Bridgewater*	"	"
Mann, Grace Leonard	*East Bridgewater*	"	"
McClintock, Laura May	*Campello*	"	"
McTaggart, Eliza Agnes	*Hyde Park*	"	"
Wing, Irma Ethyl	*Roxbury*	"	"

Men, 22; women, 26.

Intermediate Course.

Curran, Edward Lawrence	*East Bridgewater*	Entered	1897.
Gardner, Grace Brown	*Nantucket*	"	"
Sinnott, Edmond Linwood	*Bridgewater*	"	1898.
Blish, Amy Patterson †	*Granby*	"	"
Browne, Maud Melynda	*Bradford*	"	"
Curran, Sara Emmet	*East Bridgewater*	"	"
Dunyon, Ethel Hill *	*Roxbury*	"	"
Gifford, Alice Chloe	*Falmouth*	"	"
Holton, Edith Austin	*Falmouth*	"	"
Howland, Mary Adelia	*Sandwich*	"	"
Mills, Emma Elizabeth	*Winchester*	"	"
Roberts, Edna May	*Reading*	"	"
Rourke, Alice Katherine	*Abington*	"	"
Cook, Louis DeLaitre	*Bridgewater*	"	1899.

* Present first term of year. † Present second term of year.

Damon, Edwin Alfred	*Quincy*	Entered	1899.
Edwards, William F. C.	*Bridgewater*	"	"
Howes, Herbert Harold	*Dennis*	"	"
Howes, William Grant	*Dennis*	"	"
Northcott, Sidney Thomas	*Quincy*	"	"
Dean, Alice Simmons	*Taunton*	"	"
Devine, Agnes	*Bridgewater*	"	"
Dunbar, Jessie Woodman	*Elmwood*	"	"
Harding, Annie Laura	*Cottage City*	"	"
Neal, Ethel	*Lawrence*	"	"
Paine, Louise Frances	*Elmwood*	"	"
Stevens, Myrtie Belle	*Rockland*	"	"
Sworer, Alma	*Newton Centre*	"	"
Handy, Anson Burgess	*Cataumet*	"	1900.
Northcott, John Warren	*Quincy*	"	"
Wilson, Henry Forrest	*Gloucester*	"	"
Baker, Florence Adeline	*Westwood*	"	"
Curran, Sarah Agnes	*East Bridgewater*	"	"
Hatch, Ruth Lucinda	*Whitman*	"	"
King, Tina Marie	*Wollaston*	"	"
Milne, Margaret Westland	*Quincy*	"	"
Reed, Lucie Estes	*Brockton*	"	"
Surrey, Mary Abby	*Middleborough*	"	"

Men, 11; women, 26.

Two Years' Course.

Class of 1898.

Bacon, Georgietta	*East Lexington.*
Callahan, Mary Ellen *	*Bridgewater.*
Carney, Madge Ellen	*Adams.*
Curran, Mary Ann *	*Plymouth.*
Danahy, Julia Elizabeth *	*Canton.*
Glidden, Helen Hall	*Natick.*
Howes, Dora May	*Buzzards Bay.*
Hunter, Lillian Grey	*West Upton.*
McAllister, Edith Kyle *	*Whitinsville.*
Salfisberg, Freda *	*Jamaica Plain.*
Sands, Annie Mabel *	*Cambridge.*
Wheeler, Helen Mae *	*Nash.*

Men, 0; women, 12.

* Present first term of year.

CLASS OF 1899.

Campos, Celestino Celso	*San Buenaventura, Coah., Mexico.*
Early, Charles Henry	*Ashland.*
Marines, Dionisio	*Graf Cepeda, Coah., Mexico.*
Sheahan, Thomas Joseph	*Boston.*
Barr, Mary Hattie	*Reading.*
Bennett, Maude Alice *	*Mattapoisett.*
Benson, Annie Belle	*Abington.*
Borden, Nellie May *	*South Braintree.*
Bowker, Louise Valentine	*Roxbury.*
Carroll, Mary Josephine	*North Easton.*
Chase, Sara Elizabeth	*Keene, N. H.*
Cobb, Jessie Clarke	*Hingham Center.*
Delano, Bertha Falconi	*Marion.*
Dunham, Bessie Robinson	*North Middleborough.*
Evans, Geneva Dean	*Taunton.*
Fogarty, Katherine Cecilia	*East Weymouth.*
Garland, Faith	*Portsmouth, N. H.*
Gault, Edna Alfreda	*Holyoke.*
Godfrey, Helen Rounseville	*Taunton.*
Gurney, Leila Rose	*Whitman.*
Hawes, Annie Mildred	*Stoughton.*
Holbrook, Irene Althea	*Braintree.*
Holmes, Emma Josephine	*Franklin.*
Horton, Frances Genevieve	*Vineyard Haven.*
Jackson, Ethel May	*Amesbury.*
Knowlton, Vera May	*West Acton.*
Landers, Rose Carlton	*Cataumet.*
Leonard, Edith Adelaide	*Taunton.*
Lowrey, Ethel Chapman	*Ponkapoag.*
MacDonald, Laura Ethel	*East Milton.*
McCool, Mary Agnes	*Brockton.*
McGrory, Annie Louise	*South Weymouth.*
McKenney, Mary Julia	*East Taunton.*
McNeeland, Emma Jane	*Bridgewater.*
Mooney, Margaret Genevieve	*Fall River.*
Morrison, Mary Eliza	*Fall River.*
Nichols, Irene Maude	*Manchester, N. H.*
Nickerson, Albina May	*North Attleborough.*

* Present first term of year.

Nixon, Clara Elizabeth	*Franklin.*
Noyes, Marion Rebecca	*Chelsea.*
Pennington, Pearl	*Abington.*
Prouty, Olive Gertrude	*Rockland.*
Randall, Laura Wellman	*Brockton.*
Sampson, Mabel Atwood	*State Farm.*
Scovell, Gertrude B. W.	*Keene, N. H.*
Sheehan, Mary Ellen	*Westwood.*
Shevlin, Mary Theresa	*Sandwich.*
Shirley, Annie Agnes	*Quincy.*
Smith, Alice Churchill	*Chatham Port.*
Smith, Ella Gifford	*East Milton.*
Standish, Ethel Maria	*Stoughton.*
Start, Dora Mary	*Bakersfield, Vt.*
Stebbins, Josephine Cook	*East Whitman.*
Stevenson, Henrietta	*Brockton.*
Sullivan, Harriet Margaret	*Bellingham.*
Townsend, Helen Campbell	*Manchester, N. H.*
Turner, Alice	*Methuen.*
Vogler, Ethel	*Atlantic.*
Warren, Mary Clarissa	*North Pomfret, Vt.*
Wilber, Charlotte Lincoln	*Dorchester.*
Wilson, Sarah Elmira	*Hollis, N. H.*
Wood, Grace Evelyn	*Middleborough.*
Woolley, Catherine Elizabeth *	*Groton.*

Men, 4; women, 59.

CLASS OF 1900.

Armstrong, James Harding	*Hyde Park.*
Dougherty, Francis Patrick	*Pittsfield.*
Hopkins, George Foster	*East Brewster.*
Pitts, Lemuel, Jr.	*Wollaston.*
Abbott, Agnes Eunice	*Exeter, N. H.*
Ahearn, Lucy Edith	*Brockton.*
Alderman, Anna Electa	*Springfield.*
Aldrich, Mabel Huntley	*Franklin.*
Badger, May Morrill	*Augusta, Me.*
Bates, Lucinda Mabel	*East Wareham.*
Belcher, Helen Elizabeth	*Whitman.*
Bentley, Mary Elizabeth	*Weymouth.*
Berry, Bessie Irene	*Winchester.*

* Present first term of year.

Beshgeturian, Azniv	*Jamaica Plain.*
Bloomfield, Harriet Mary	*Winthrop.*
Brooks, Florence Louise	*Ashby.*
Brown, Edith Burton	*Brockton.*
Buckley, Elizabeth Veronica	*Taunton.*
Burks, Alice Winifred	*Natick.*
Burtt, Carolyn Jefferson	*Andover.*
Chase, Emily Hussey	*Nantucket.*
Cole, Lucy Chase	*Kingston.*
Collagan, Josephine T.	*Wollaston.*
Connors, Mary Bella	*Fall River.*
Crawford, Alice Marian	*Winchester.*
Crosby, Jessie Kate	*South Weymouth.*
Crowell, Rose Adelaide *	*Taunton.*
Darrah, Mabel	*Manchester, N. H.*
David, Bessie Eleanor	*Gloucester.*
Diamond, Ellen Margaret	*Brockton.*
Dow, Barbara Riddle	*Brockton.*
Dunbar, Grace Louise	*Stoughton.*
Eastman, Eleanor	*Keene, N. H.*
English, Margaret Elizabeth	*Wareham.*
Esgate, Evelyn Emily	*Cambridgeport.*
Estes, Mabel Billings	*North Weymouth.*
Everett, Grace Morrison *	*New Bedford.*
Farrington, Grace Fuller	*Plymouth.*
French, Eva Garfield	*Taunton.*
Geogan, Anna Louise	*Whitman.*
Gifford, Mabel T.	*Fall River.*
Gillis, Anna Mary	*Brockton.*
Grady, Marguerite Jane	*Brockton.*
Griswold, Kate Matilda	*Felchville, Vt.*
Hammond, Helen Adair	*Kingston.*
Hannan, Helen Marion	*Kingston, Jamaica W. I.*
Harris, Annie Elizabeth	*Weymouth.*
Hayward, Frances Larcom	*Easton.*
Higgins, Beulah Wadsworth	*Sandwich.*
Hogan, Teresa Genevieve	*Taunton.*
Holden, Mary Edna	*Westford.*
Isherwood, Elsie May	*New Bedford.*
Jones, Florence Willis	*Waltham.*
Jones, Hattie ElVerna	*Brockton.*

* Present first term of year.

Keenan, Margaret Winifred	*Southbridge.*
King, Alice Williams	*Taunton.*
King, Marian Russell	*New Bedford.*
Knobel, Amalie	*Endicott.*
Law, Elizabeth	*Waltham.*
Lennon, Catherine Ann	*Quincy.*
Lindsay, Helena Miller	*Andover.*
Lovejoy, Lettie Josephine	*South Weymouth.*
Luther, Cora Wheaton	*Somerset.*
Marshall, Margaret Jane	*Brockton.*
McCarthy, Emma Frances	*East Weymouth.*
Moran, Gertrude Lillian	*Weymouth Centre.*
Nolan, Ona Irene	*South Weymouth.*
O'Connor, Mary Elizabeth	*Taunton.*
Patterson, Grace Elizabeth A.	*Wollaston.*
Phillips, Bertha Isabel	*Milltown, Me.*
Place, Nellie Sophia	*Alton, N. H.*
Pope, Ilda Towle	*Sandwich.*
Reade, Lenore *	*Holbrook.*
Reid, Gertrude Louise	*East Weymouth.*
Sanders, Laurilla Jeannette	*Wayland.*
Seagrave, Anna Ross	*Southbridge.*
Smyth, Marguerite Teresa	*Fall River.*
Sweeney, Ellen Congdon	*South Dartmouth.*
Tilden, Helen May	*Cohasset.*
Tobey, Blanche Mae	*Monument Beach.*
Towle, Lena Ethel	*Waltham.*
Traill, Mary Jane	*Spencer.*
True, Irma Blanche	*Manchester, N. H.*
Vestal, Cora Bernice	*Fall River.*
Warner, Melora Ella	*Townsend Centre.*
Wheeler, Della Rhoda	*Springfield.*
White, Hattie Mabel	*Springfield.*
Williams, Agnes Sophie	*Taunton.*
Winslow, Alice Crane	*Taunton.*
Worcester, Sarah Sargent	*Bridgewater.*
Woy, Nancy Emerson	*Atlantic.*

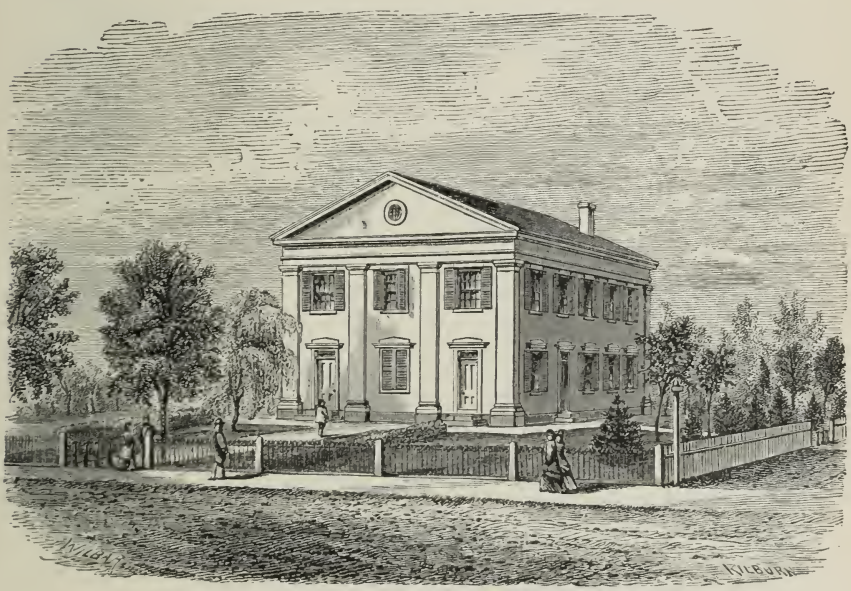
Men, 4; women, 87.

* Present first term of year.

SUMMARY.

	Men.	Women.	Total.
Special Course	4	32	36
Four Years' Course	22	26	48
Intermediate Course	11	26	37
Two Years' Course:			
Class of 1898	0	12	12
Class of 1899	4	59	63
Class of 1900	4	87	91
Number for the year	45	242	287
Number admitted this year	16	132	148
Whole number admitted to the school	1,300	3,605	4,905
Number graduated last year	10	83	93
Number receiving certificates, special course	3	29	32
Whole number of graduates	845	2,272	3,117
Number of graduates from four years' course	133	125	258
Number enrolled in the model school	–	–	442

Old Town Hall, Home of the School the First Six Years.



The First State Normal School Building in America.
Erected in Bridgewater, Mass., in 1846.

CIRCULAR OF INFORMATION.

Historical Sketch.

This school is one of the first three State normal schools on this continent.

Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate for the same purpose an equal amount. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre. Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for the school. The towns of Abington, Wareham, Plymouth, Duxbury and Marshfield voted to make appropriations for the school from the surplus revenue which had just before been divided by the general government. After vigorous competition it was decided to locate the school at Bridgewater, whereupon some of the towns refused to redeem their pledges, and the funds were not realized. Bridgewater granted to the school the free use of its town hall for three years, and the next three years the school paid a rental of fifty dollars a year. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of a State normal school in the Old Colony was successfully performed. **The school was opened Sept. 9, 1840,** with a class of twenty-eight pupils, seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the first State normal school building erected in America.

The school has had only three principals. Nicholas Tillinghast was principal the first thirteen years, and he devoted himself unsparingly to the work of establishing it upon a broad and deep foundation. By his persistent, thorough, self-forgetting and noble work he exerted an influence that will not cease to be felt among the generations of this Commonwealth. No one man has done more to stimulate the thought and improve the work of teachers in this State than Mr. Tillinghast. When he entered upon his work these schools for teachers simply "had leave to be." The difficulties which had to be surmounted would have appalled a man of less heroic temper.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields, and immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

The growth of the school is shown by the enlargements made for its accommodation, as follows: —

In 1861 the school building was enlarged, increasing its capacity seventy per cent.

In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students and the family of the principal.

In 1871 the school building was again enlarged, increasing its capacity fifty per cent.

In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students.

In 1881 a new building was erected for physical and chemical laboratories in the rear of the school building and connected therewith.

In 1883 a farm of four and one-half acres was purchased and prepared to receive the sewage of the institution.

In 1886 "Boyden Park" was purchased for out-door recreations.

In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed, and a new brick structure was erected at a cost of $150,000. The same year the laboratory building erected in 1881 was converted into Woodward Hall, a residence hall accommodating thirty-two students.

In 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of $75,000.

In 1895 Tillinghast Hall, the third residence hall, a fine brick building accommodating seventy-two students, was erected; also a new steam laundry.

In 1846 the course of study extended through one year, three successive terms of fourteen weeks each.

In 1855 the course was extended to three successive terms of twenty weeks each.

In 1865 the course was extended to two years, four successive terms of twenty weeks. From the beginning students who desired could extend their course through additional terms, taking elective studies.

In 1869 the four years' course was introduced, having for its object to give students of ability the opportunity to prepare themselves to meet the constantly increasing demand for well-trained teachers in the higher grades of the public schools.

An intermediate course including the studies of the two years' course and electives from the advanced part of the four years' course was also provided to meet the needs of those who desired elective studies.

A Model School, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. From that time onward the normal school has been a training school in its classes.

In 1880, by arrangement made with the town, the centre district public school near by was made a school of observation for the students of the normal school.

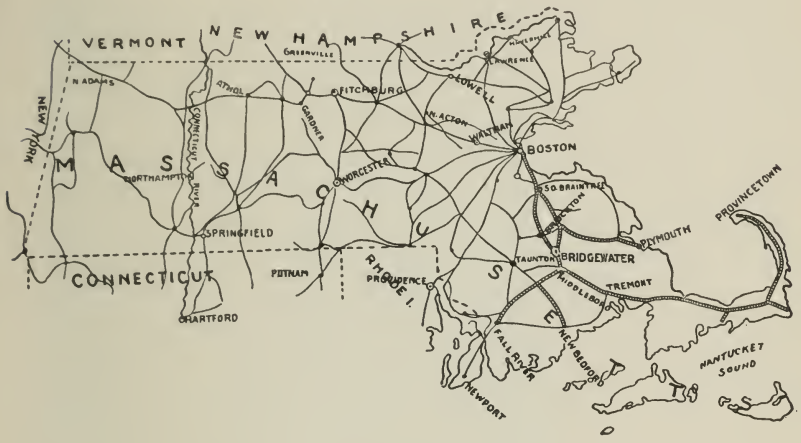
In 1891 the centre district public school including eight grades was taken into the new normal school building and became the model school for observation and practice by the normal students.

In 1893 a public kindergarten was opened as a part of the model school to be used in training kindergartners.

In 1896 all the ninth grade pupils of the town were received into the model school, making this school to consist of all the grades below the high school.

Location.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of 6,000, is on the Old Colony Railroad, twenty-seven miles south of Boston.



Buildings and Grounds.

The school building is a large, three-story, massive structure, built of brick and marble, in three sections with connections, thus affording all the advantages for light and air.

In its interior arrangement the building is admirably adapted to its purpose. Ample corridors, easy stairways, commodious wardrobe rooms, lunch rooms, class rooms, study rooms, libraries, laboratories, well-filled cases, convenient model school class rooms, beautiful kindergarten rooms, playrooms for children, gymnasium, and on the second floor of the first section the assembly hall, — a large, pleasant hall, furnished with reference books and adorned with pictures and memorial tablet, busts of eminent men, and portraits of teachers, most of them the gifts of graduates of the school, — make it one of the most attractive and best-equipped normal school buildings in the country. The building is well supplied with water,

heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service, and an electric light service.

Near by, in the same quadrangle, are the three residence halls, Normal Hall, Woodward Hall and Tillinghast Hall. The buildings are ten minutes' walk from the railway station, have a good location near the centre of the village, upon a square three acres in extent, and the view from them is attractive.

Boyden Park includes six acres of land just across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other out-door sports, making an attractive place for healthful recreation. Normal Grove, adjoining the park, including one-half acre, is a fine grove of chestnut trees, affording a delightful summer retreat. South Field, just across the street on the south side, includes two acres of level ground for athletic sports.

NORMAL SCHOOL BUILDING.

TILLINGHAST HALL. WOODWARD HALL. NORMAL HALL.

BOYDEN PARK.

REQUIREMENTS FOR ADMISSION.

Candidates for admission must declare their intention to teach, to complete the course of study in the school, if possible, and to keep the requirements of the school faithfully.

Candidates for admission to any one of the normal schools must have attained the age of seventeen years complete, if young men, and sixteen years complete, if young women; and must be free from any disease or infirmity that would unfit them for the office of teacher.

They must present a certificate of good moral character, give evidence of good intellectual capacity, be graduates of a high school whose courses of study have been approved by the State Board of Education, or they must have received, to the satisfaction of the principal and the Board of Visitors of the school, the equivalent of a good high school education.

Candidates are requested to bring the record of their standing in conduct and scholarship in the high school signed by the principal. A good record in the high school is one of the best recommendations the candidate can present.

All candidates for admission, except those for the special courses, are required to take the entrance examination. The examinations for admission to the normal schools shall take place at the close of the school year in June, and also at the beginning of the school year in September. (See calendar.) Private examinations cannot be given.

New classes are admitted to the normal schools only at the beginning of the fall term.

Tuition is free to members of the school who are residents of Massachusetts. By vote of the Board of Education, passed Feb. 1, 1900, "Each pupil from another State than Massachusetts, attending normal schools supported by this State, from and after the beginning of the autumn session of 1901, shall pay at the beginning

of each half year session the sum of twenty-five dollars for the use of the school attended, except that in the normal art school the sum paid to the principal at the beginning of the session by each pupil from another State than Massachusetts shall be fifty dollars for each half year."

Persons who propose to apply for admission are requested to notify the principal of their intention as early as possible.

Written Examinations.

The written examination will embrace *one paper* upon each of the following groups, with a maximum time allowance of two hours for each of groups I., II., and IV., and of one hour for each of groups III. and V. : —

Group I. Languages.

(*a*) English. — The subjects for the examination will be the same as those generally agreed upon by the colleges and high technical schools of New England. Candidates are advised to read all the works named; but topics and questions will be so prepared that any candidate may expect to meet them who has mastered one half of the works assigned for reading and for study and practice, the selection to be made by the candidate.

No candidate will be accepted whose written work in English is notably deficient in clear and accurate expression, spelling, punctuation, idiom, or division of paragraphs, or whose spoken English exhibits faults so serious as to make it inexpedient for the normal school to attempt their correction. The candidate's English, therefore, in all oral and written examinations will be subject to the requirements implied in the foregoing statement, and marked accordingly.

1. *Reading and Practice.* — A limited number of books will be set for reading. The candidate will be required to present evidence of a general knowledge of the subject-matter, and to answer simple questions on the lives of the authors. The form of the examination will usually be the writing of brief paragraphs on each of several topics to be chosen by the candidate from a considerable number set before him in the paper, and the aim will be to test his power of clear and accurate expression.

The books set for this part of the examination will be: —

1901 and 1902. Shakespeare's *The Merchant of Venice;* Pope's *Iliad*, Books I., IV., XXII., and XXIV.; *The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Cooper's *The Last of the Mohicans;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

1903, 1904, and 1905. Shakespeare's *The Merchant of Venice* and *Julius Cæsar; The Sir Roger de Coverley Papers* in *The Spectator;* Goldsmith's *The Vicar of Wakefield;* Coleridge's *The Ancient Mariner;* Scott's *Ivanhoe;* Carlyle's *Essay on Burns;* Tennyson's *The Princess;* Lowell's *The Vision of Sir Launfal;* George Eliot's *Silas Marner.*

2. *Study and Practice.* — This part of the examination presupposes a more careful study of each of the works named below. The examination will be upon subject-matter, form, and structure, and will test the candidate's ability to express his knowledge with clearness and accuracy.

The books set for this part of the examination will be: —

1901 and 1902. Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

1903, 1904, and 1905. Shakespeare's *Macbeth;* Milton's *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso;* Burke's *Speech on Conciliation with America;* Macaulay's *Essays on Milton and Addison.*

In addition, the candidate may be required to answer questions involving the essentials of English grammar, and questions on the leading facts in those periods of English literary history to which the prescribed work belongs.

(*b*) *One* only of the three languages, *Latin*, *French*, and *German.* The translation at sight of simple prose, with questions on the usual forms and ordinary constructions of the language.

Group II. Mathematics.

(*a*) *Arithmetic.* — The examination takes the subject as given in a good grammar-school course.

(*b*) *Algebra.* — Includes the subject through affected quadratic equations involving one unknown quantity.

(*c*) *Geometry.* — Calls for the elements of plane geometry and original work both with theorems and problems.

Group III. History and Geography.

The examination calls for a knowledge of the history and civil government of Massachusetts and the United States, with related geography and so much of English history as is directly contributory to a knowledge of United States history.

Group IV. Sciences.

(*a*) *Physical Geography.* — The elements of this subject as presented in the study of geography in a good grammar-school course.

(*b*) *Physiology and Hygiene.* — The elementary facts of anatomy, the general functions of the various organs, the more obvious rules of health, and the effects of alcoholic drinks, narcotics, and stimulants upon the human body.

(*c*), (*d*), and (*e*), *Physics, Chemistry, and Botany.* — The elementary principles of these subjects so far as they may be presented in the courses usually devoted to them in good high schools.

Group V. Drawing and Music.

(*a*) *Drawing.* — Mechanical and freehand drawing, enough to enable the candidate to draw a simple object, like a box or a pyramid or a cylinder, with plan and elevation to scale, and to make a freehand sketch of the same in perspective. Also, any one of the three topics, form, color, and arrangement.

(*b*) *Music.* — The principles of musical notation which an instructor should know in teaching singing in the schools, with ability to sing, if practicable.

If the work of a good high-school course, either the college preparatory or the general course, has been well done the candidate should have no difficulty in meeting the requirements of the examination in subject-matter.

If a candidate passes a satisfactory examination in a sufficient number of the required subjects to indicate that he is competent to take the course of study in the school he will be admitted.

Oral Examination.

The candidate will be questioned orally either upon some of the foregoing subjects or upon matters of common interest to him and the school, at the discretion of the examiners. In this interview the object is to ascertain the candidates' personal characteristics and their use of language, and to give them an opportunity to furnish any evidence of qualification that might not otherwise become known to their examiners.

Preliminary Examination.

1. Candidates may be admitted to a preliminary examination a year in advance of their final examination, provided they offer themselves in one or more of the following groups: —

II. Mathematics.
III. History and Geography.
IV. Sciences.
V. Drawing and Music.

Preliminary examinations must be taken in June.

Every candidate for a preliminary examination must present a certificate of preparation in the group, or groups chosen, or in the subjects thereof, the form of certificate to be substantially as follows: —

HISTORY AND LITERATURE LIBRARY

PEDAGOGICAL LIBRARY.

..... has been my pupil for ..... years and is, in my judgment, prepared to pass the State normal school preliminary examination in the following group, or groups, and the divisions thereof: —

.....

.....

Name of school, ...

Signature of principal or teacher, ...

Address, ...

2. The group known as "*I. Languages*" must be reserved for the final examinations. It will doubtless be found generally advisable that the group known as "*IV. Sciences*" should also be so reserved.

Candidates for the final or complete examinations are earnestly advised to present themselves, as far as practicable, in June. Division of the final or complete examinations between June and September is permissible, but it is important that the work for the September examinations shall be kept down to a minimum.

THE SCHOOL YEAR AND TERMS.

The school year, beginning in September, is divided into two terms of twenty weeks each, including a recess of one week each term, with daily sessions of not less than five hours per day for five days in the week.

There is no session of the school on Saturday. The sessions are from 9.15 A.M. to 12.10 P.M., and from 1.30 P.M. to 3.55 P.M.

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the schools of the State. The State supports its public schools for the education of its children. It supports the normal school that its children may have better teachers.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum, that he may learn how to use each in the teaching process and thereby learn the method of teaching.

In the elementary and secondary school the student is a learner, seeking the knowledge of the object and the discipline which comes from right exertion in learning. In the normal school he is a teacher; he must think the object as the learner thinks it, he must also think the process by which the learner knows, and he must think the means the teacher is to use to cause the learner to take the steps of this process. The study of the subject for teaching is educational study.

The third requisite is that the school should lead the normal student, after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching. This study is invaluable for its influence "in expanding the mind, enlarging the views, elevating the aims and strengthening the character of the student." This study is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education. In this study the student is constantly referring to his experience in the educational study of subjects for illustrations of the general views he is now discussing.

The fourth requisite is that the normal student shall be led to make a practical study of children, which he should do as fully as possible throughout the course, under intelligent suggestion; that he should have ample observation under intelligent guidance in all the grades of a good public school; that in the latter part of the course, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with his pupils, he should have ample practice in teaching under such supervision as he needs.

REGULAR COURSES OF STUDY.

The Two Years' Course.

1. The Educational Study of Man for the principles of education, the art of teaching, school organization, school government, and the history of education.

2. The educational study of the following subjects for knowledge of the principles, the method of teaching, and the educational value of each: —

Mathematics. — Arithmetic and Book-keeping, Elementary Algebra, and Geometry.

Nature Studies. — Minerals, Plants, Animals, Physical Force, Chemical Force, Geological Agencies, Geography, The Human Body, Physical Training, and Manual Training.

Language. — English, — Reading, Grammar, Rhetoric, Composition, — Literature, Drawing, Vocal Music.

History. — Civil Polity of Massachusetts and the United States, and the School Laws of Massachusetts.

Observation and Practice in the Model School.

The graduates of this course are in quick demand for teaching in primary and grammar grades.

The Three Years' Course.

This course includes the subjects of the two years' course, with electives from the advance studies of the four years' course.

It meets the wants of those who desire elective studies; of those who need to take more time for the completion of the two years' course; also gives opportunity for more extended practice in the model school.

This broader preparation fits the graduates from this course for better positions in primary and grammar grades, and for departmental teaching in these grades.

The Four Years' Course.

This course, which is a distinct course from the beginning, includes the *maximum* work in the subjects of the two years' course and the following subjects for the same ends: —

Mathematics. — Algebra, Geometry, Trigonometry and Surveying.

Science. — Physics, Chemistry and Mineralogy, Botony, Zoölogy, Geology, Astronomy.

Language. — Reading, Drawing, English Literature, Latin and French required; Greek and German, as the principal and visitors of the school shall decide.

History. — General History, History of Education.

This course fits the graduates from it to teach in grammar schools, to be principals of grammar schools and of some high schools, principal's assistants, and assistants in high schools; and not a few after successful experience in teaching have become superintendents of schools, and teachers in normal schools.

Kindergarten Course.

The kindergarten course requires not less than two years for its completion. One year or more of study and training in the two years' course, including the Educational Study of Man and those studies which are essential to kindergarten work, and one year of practical work with the children and in the theory and history of the kindergarten.

The best kindergarten course is for the student to have the full two years' course and one year added for the special kindergarten training.

Students well prepared to enter upon the kindergarten course may complete it in two years, but a longer time is needed in most cases to make one competent to be principal of a kindergarten, which is one of the most responsible positions in the whole range of teaching.

Good opportunity for observation and practice is provided in the public kindergarten, which is a part of the model school.

Diplomas are given to those students who have satisfactorily completed the studies in any one of the four regular courses.

Courses for College Graduates.

"The subjects of the advanced course of study for two years are as follows: —

The Educational Study of Man, for the principles of education, art of teaching, school organization, school government, history of education, school laws of Massachusetts, and child study.

The principles and method of teaching the following subjects: —

Language and Literature. — English, French, German, Latin and Greek.

Mathematics — Arithmetic, Algebra, Geometry, Trigonometry, and surveying.

Science. — Chemistry, Physics, Astronomy, Physical Geography, Geology, Mineralogy, Botany, Zoölogy, Physiology.

History, Drawing, Vocal Music, Physical Culture, Manual Training.

Persons of maturity, of a high standing in college, and who give evidence of superior scholarship and special aptness to teach, may, with the approval of the principal of the school and the Board of Visitors, select from the above curriculum of study a course which may be completed in *one year*, and when such course is

successfully completed they shall receive a certificate for the same. The requirement for admission to the advanced course of two years shall be a college course or its equivalent."

The work is adapted to the special needs of the class. All the facilities of the normal and model school are available. The graduates from this department have all found good positions.

Special Courses for Teachers.

Teachers of five years' experience in teaching, who bring satisfactory recommendations, may, with the consent of the principal and of the Board of Visitors, select a course, including the course in the Educational Study of Man, which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same. Graduates of this course have been in quick demand.

Teachers may select a course in language and literature; in mathematics; in science; or in history.

Graduates of normal schools may select a post-graduate course of one or two years, including the Educational Study of Man.

The entrance examination for the regular courses is not required for admission to this special course.

KINDERGARTEN.

DRAWING.

RANGE OF STUDIES IN THE TWO YEARS' COURSE.

FIRST TERM. — JUNIOR CLASS.

ELEMENTAL PSYCHOLOGY, so long as is necessary to indicate distinctly the principles and the method of the teaching in the school.

MATHEMATICS.

ELEMENTARY GEOMETRY, 5.* — The analysis of the subject to show what it includes. The definition, classification and division of lines, angles, surfaces, and volumes, to teach the order and method of studying geometrical forms. The adaptation of lessons to different grades, and relation to drawing and arithmetic. The original demonstration of propositions concerning lines and angles, rectilinear figures, ratios and proportions, the relation of rectilinear figures to circles, to teach the method of finding general truths and their applications. Each pupil teaches and directs class exercises.

NATURE STUDIES.

PHYSICAL FORCE, 4. — Qualitative study of all divisions of the subject for acquaintance with principles, for training in the use of principles in the interpretation of natural phenomena, and for familiarity with the application of principles in other subjects of study.

Quantitative work involving many of the principles previously studied.

Methods of teaching physics, with practice in their application; usefulness and value of the subject as an instrument of education.

CHEMICAL FORCE, 4. — Analysis of the subject; method of chemical investigation; the conditions of successful work; how to record the results of the study; and method of teaching. The chemistry of common life: combustion, decay, fermentation, respiration, foods, dyeing, bleaching, metals and their uses. What parts of the subject in the different school grades. Each student prepares simple apparatus, performs experimental work, makes the applications, and directs class exercises.

MINERALS, 2. — Typical minerals, rocks and soils, their varieties and classification. Laboratory exercises, to teach the method of determining the physical and chemical properties of mineral substances. Field work and individual collections to familiarize students with the material to be used in schools. Adapta-

* The figure after the name of the study indicates the number of lessons a week in that study.

tion of lessons to the different grades and relation to geography. Each student is furnished with needed appliances and with specimens of each of the minerals studied. *Maximum work.* — Laboratory exercises to teach the method of analyzing minerals by blow pipe and chemical tests.

Industrial Laboratory, 2. — Practical exercises with wood-working tools for a mastery of rudimentary mechanical principles and as a preparation for laboratory work in science. A selected series of models, including several pieces of school appliances, is the basis of the course. The work includes the study of the model, making working sketches and specifications, intelligent selection of material, thinking out the order of the process, and actual construction at the bench. Later in the course blue prints are used, and in the last part no model is shown. Each pupil does the work.

Language.

English I., 2. — Development of literary sense by discerning the meaning and the plan of a piece of English. Development of appreciation of a piece of English.

English, II. — Development of power of literary expression. General view. The analysis of language to show what it is. What it includes. Modes of using language. The elements, formation, and primary meaning of words, spoken and written. Elementary composition. Elementary grammar, to teach how to train pupils in the use of language in school work.

Drawing, 2. — Enrichment by color, — analyzed to determine how to develop the child's love of color into a discriminating appreciation of harmony.

Construction, — analyzed to find the most effective means of creating an appreciation of beautiful forms suited to the uses to which they are to be put.

Mechanical drawing, — made to find the best methods of training children to express their ideas readily and accurately.

Vocal Music, 4. — Principles and methods of teaching musical tones and their expression, and training pupils to the right use of the voice in singing at sight in all the keys. The laying out of lessons for different grades and chorus singing. Each pupil conducts class exercises.

SECOND TERM. — EX-JUNIOR CLASS.

Mathematics.

Arithmetic, 3. *Elementary course.* — The study of the principles and method of laying out the lessons and teaching in the primary grades the numbers to one thousand, with the expression, the operations upon, and the relations of the numbers. *Scientific course.* — The analysis of the subject to show what

parts shall be used in teaching. The study of the principles of the system of numbers, the expression, operations upon, and relations of numbers and the method of laying out and teaching the subject in grammar grades. Each pupil conducts class exercises.

Elementary Algebra, 4 — The analysis of the subject to show what it includes The notation, numerical processes, the use of the processes in simple equations, for the principles of the subject, and the method of laying out lessons and teaching the subject. Its relation to arithmetic. Each pupil conducts class exercises.

Nature Studies.

Plants, 2. — Laboratory exercises on the method of teaching, (1) how plants grow, (2) parts of plants, their structure, function and adaptation, (3) the range of plant forms from the simplest types to the complex, (4) the principles of grouping plants into families, analyzing plants, and arranging an herbarium. Uses of plants, application to geography.

Physiology and Hygiene, 3. — The human body as a whole, its external and structural parts, general plan of the body, the general structure of the limbs and walls, and the different systems of the body, — digestive, absorbent, circulatory, respiratory, secretory, excretory, osseous, muscular, and nervous. The structure of the human body, its different systems, their functions, the conditions of health.

The subject is taught by the aid of a human skeleton, a life-sized manikin, specimens of the internal organs, the dissection of specimens from the lower animals, and the microscopic examination of the various tissues of the body. Students prepare and conduct class exercises.

Language.

Vocal Culture and Reading, 2. — The proper carriage of the body in sitting, standing, walking, talking, and reading; enunciation, articulation, pronunciation, and quality of voice, and reading, for the method of teaching.

English II., 4. — *Secondary course in grammar* — The analysis of the subject. The sentence and its parts; classes of words in a sentence or parts of speech; kinds and parts of sentences; analysis of sentences, for the principles of construction, and the method of arranging lessons and teaching in different grades. Students prepare and conduct class exercises.

English Composition, — (1) Ideas and words. Diction, good use, purity, propriety, precision, strength, harmony. (2) Thoughts and sentences. Paragraphs, chapters, description, narration, exposition. The method of teaching.

Drawing, 4. — A ppearance of objects — analyzed to find the underlying principles and how they may be best used in training the child to appreciate pictorial representation. (2) Freehand drawings — made from nature and from still life to learn how to lead the child to express his ideas easily and artistically.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; squad drills conducted by students. (2) Study of the principles of educational gymnastics and their application in the Ling system. (3) Emergency lessons, — bandaging, transportation.

THIRD TERM. — SUB-SENIOR CLASS.

MATHEMATICS.

ARITHMETIC, 4. — Study of the applications of arithmetic; commercial papers; and mensuration, for the method of teaching. The preparation of apparatus and conducting class exercises by the students. Book-keeping, — exchange of property; accounts, four forms, double and single entry, for the principles and method of teaching.

NATURE STUDIES.

ANIMALS, 2. — Laboratory and field exercises to teach the method of studying and teaching animals, — their habits, parts (structure and function), development and adaptations. Special emphasis on insects, birds, and domestic animals in preparation for the course of Nature Study in the grades. Application to the study of geography. *Maximum work.* — More extended study of marine life, microscopic examination of minute parts, general summary of animal kingdom.

PHYSIOGRAPHY, 5 (for the half term). — Laboratory exercises and field work for the agencies producing changes in the crust of the earth, with special reference to teaching physical geography. Method of deriving theories of the structure of the earth, with emphasis on local geology. Each student has his place at the tables, analyzes rocks and soils, makes collections and prepares class exercises.

GEOGRAPHY, 5. *Elementary course* (for the half term). — Field work and laboratory exercises to teach the method of studying and teaching (1) Geographical objects, — relief forms, drainage forms, coast forms, forms of water, winds, climate, soil, productions, people, their expression by map symbols and map reading. (2) The earth as a whole, — form, rotation, land and water divisions, coast, relief, drainage, climate, soil, production, people. Especial attention is given to emphasizing the simple yet broad relations by which the earth is the home of man. (3) The continents are studied in the same general order. Simple geological phenomena which make clear how the continents affect life, and man's efforts to advantageously adjust conditions to his progress are carefully considered. (4) The leading nations are studied to indicate the connection of history and geography. Industrial and commercial conditions and their effect on national and international relations are made prominent.

PHYSICAL TRAINING, 2. — In the gymnasium, on the basis of the Ling system. (1) Practical work in the gymnasium; squad and class drills conducted by stu-

dents. (2) Study of the principles and applications of educational gymnastics with especial attention to the effects of gymnastic exercises. (3) Emergency lessons, — checking the flow of blood, resuscitation, transportation.

Language.

Vocal Culture and Reading, 3. — Physical exercises; quality of voice, modulation, and expression; and reading, with special reference to teaching in different grades.

English III., 3. — A study of perception; memory and imagination; taste; the novel, wonderful, and picturesque; beauty and sublimity; wit, humor, and ridicule; figures of words for the elements of rhetoric. The analysis of the subject to show its contents; figurative language and style for the principles which govern the right use of language, writing compositions and the method of teaching these.

Drawing, 2. — Enrichment by historic ornament and by original design — analyzed to find the best means of leading the child to an appreciation of ornament which is historic and of modern design. (2) Freehand and mechanical drawings — made that the student may be prepared to train the child to draw historic ornament and original designs intelligently. (3) The fine arts, studied to enable students to lead the pupil to appreciate and enjoy the masterpieces of architecture, sculpture and painting

Pencil and water color are the media used throughout the two years' course.

History and Civil Government, 4.

A study of the development of English institutions for the purpose of finding the principles on which United States history is based. Development of the constitutional government of Massachusetts and the United States.

The work is conducted in the library of history to teach how to use a library.

Preparation of maps and tables, use of pictures, and study of sources of history.

Practice in conducting drill exercises and discussions.

Myths and historical stories for primary grades, reading of history in intermediate grades, how to study and teach the different phases of history in grammar grades.

Observation in the model school. Child study.

FOURTH TERM. — SENIOR CLASS.

Nature Studies.

Geography, 5. *Scientific course* (for the half term). — Definition and division of geography; the form, size, and motions of the earth; distribution of light and heat; comparison and classification of land, water, atmospheric forms; life of the

continents. Causes of the relations which the earthly forms hold to man. The relations of the other sciences to geography. Original investigation, preparation of apparatus, and class teaching in both courses.

NATURE STUDY. — Preparation of a course of lessons on nature study and elementary science in connection with the work in the training department.

PHYSICAL CULTURE, 2. — On the basis of the Ling system. (1) Practical work in the gymnasium; class drills conducted by students. (2) Study of the principles and applications of educational gymnastics, with special attention to teaching under public school conditions. Observation of and practice in teaching children. (3) Emergency lessons, — application of temporary splints and review of resuscitation. Checking flow of blood, bandaging, and transportation.

LANGUAGE.

VOCAL CULTURE AND READING, 4. — Physical exercises; vocal exercises for expression; gesture; reading; teaching; and laying out the course in reading for different grades.

ENGLISH LITERATURE, 5 (for the half term). — History of the English language. Poetry, — simple, narrative, and lyrical poems; *Idyls of the King*, *Deserted Village*, *Paradise Lost*. Prose, — essays of Bacon, Addison, Lamb, Macaulay. In all, characteristics of thought and diction, with biography of authors and collateral reading, as a basis for the study of literature in the different grades of schools.

THE EDUCATIONAL STUDY OF MAN, 11.

A study of the structure, function and normal action of the human body in preparation for the study of the mind.

A study of the mind in its three-fold activity of thought, feeling, and will; through the observation of its activity in self, in other minds, and hearing and reading the reports of other observers of mind; for the purpose of deriving the principles of education and applying them in the lives of pupils.

A study of the principles of education derived from the study of man. A study of the art of teaching in the requisites for directing the unfolding and perfecting of the lives of pupils — knowledge of human nature, the individual pupil, the subject, selection and arrangement of subject-matter; the presentation of truth; the motives to study; study by the pupil; examination of pupils; object and method of criticism; the teacher's preparation. A study of the course of studies, method of teaching the studies in the course, and practice in teaching.

A study of school organization to find what it is to organize a school. Advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.

A study of school government to find what government is and what government requires in the governor and in the subject. What school government is,

the teacher's right to govern, and the end of school government. The motives to be used in school government, and the method of their application.

History of Education. School Laws of Massachusetts.

Observation and practice in teaching in the model school.

FIFTH TERM.

The amount of work to be done to meet the demands upon the graduates from the two years' course is so large that some students find it necessary to take an additional term for its accomplishment. Students have the opportunity to take a less number of studies each term and thus distribute the studies of this course through five terms. This extension of time is specially desirable for the purpose of increasing the practice in teaching, and for the better performance of all the work of the course.

RANGE OF STUDIES IN THE FOUR YEARS' COURSE.

(Including maximum work in subjects of two years' course.)

FIRST YEAR. — FIRST TERM.

Mathematics. ELEMENTARY GEOMETRY, 5. — Outline in two years' course.

Language. LATIN, 5. — The object in this study is to acquire the ability to understand, read, and teach the language. *Minimum* (for those who have not had the classical high school course). — First Latin book. Method of teaching. Inflections and syntax. Practice in teaching. *Maximum* (for those who have had the classical high school course). — Reproduction, composition, and drill on inflections and syntax as far as necessary. Practice in teaching and in conducting class exercises throughout the course. Cicero — *Epistolæ* and *De Officiis;* Horace — *Odes.*

FRENCH, 5. — The object in this study is to understand, speak, and teach the language. Methods of teaching, and study; with a child, as a vernacular, — by hearing and understanding, speaking, reading, and writing the language; with a person, as a second language, — reading, hearing, and understanding, speaking and writing. *Maximum.* — Reading, narration, and conversation.

DRAWING, 4. — Outline in first and second term, two years' course. VOCAL MUSIC, 4. ENGLISH, I. and II., 2. — Outlines in first term, two years' course.

FIRST YEAR. — SECOND TERM.

Mathematics. ALGEBRA, 4. — Outline in two years' course.

Nature Studies. PHYSICAL FORCE, 4. — Qualitative work of the two years' course; more extended quantitative work than in that course in general measurements, and in the mechanics of solids and gases; graphical expression of results; application of principles in solution of problems. Practice in the original preparation and presentation of subjects.

CHEMICAL FORCE, 4. INDUSTRIAL LABORATORY, 2. — Outlines in two years' course.

MINERALS, 2. — Outlines in two years' course.

Language. LATIN, 4. — *Minimum.* — Cæsar. *Maximum.* — Cicero — *De Senectute* and *De Amicitia*; Horace — *Epodes* and *Epistles.*

FRENCH, 4. — Reading, narrative, conversation. Method of teaching. Advanced reading.

SECOND YEAR. — FIRST TERM.

Mathematics. ARITHMETIC, 5. — Outline in second term, two years' course.

Nature Studies. GEOGRAPHY, 4. — Outlines in third term, two years' course.

Language. English II., 4. — Outlines in second term, two years' course.
Vocal Culture and Reading, 2. Drawing, 4. — Outline in third term, two years' course.
Latin, 4. — *Minimum.* — Cæsar; Cicero — one oration. *Maximum.* — Quintilian; Lucretius — *De Rerum Natura.*
Physical Culture, 2. — Outline in second term, two years' course.

SECOND YEAR. — SECOND TERM.

Mathematics. Book-keeping, 2. — Outline in third term, two years' course.
Nature Studies. Zoölogy, 4. — Laboratory study of the animal types; variations of each with its adaptations to environment; plans of development and classification. Special application to teaching at each step of the work.
Physiology, 2. Botany, 2. Geography, 2. — Outline in third term, two years' course.
Language. English, III., 4. — Outline in third term, two years' course.
Latin, 4. — *Minimum.* — Cicero. *Maximum.* — Livy; Plautus — *Captivi* and *Trinummus.*
History and Civil Government, 4. — Outline in third term, two years' course.
Physical Culture, 2. — Outline in third term, two years' course.

THIRD YEAR. — FIRST TERM.

Mathematics. Geometry, 4 (for half term). — Planes, volumes, plane loci, and conic sections, for the principles of the subject and the method of teaching. Making the objects for demonstrations, representing on a plane surface. Original demonstrations.
Algebra, 4 (for half term). — Quadratics, progression, series; theory of equations, for the principles and the method of teaching.
Science. Physics, 4. — Quantitative study of important principles in acoustics, optics, heat, magnetism and electricity; application of principles in solution of problems. Laying out of subjects, preparation of apparatus, and teaching by pupils. Collateral reading of and acquaintance with some of best books on physics.
Language. Latin, 4. — *Minimum.* — Vergil. *Maximum.* — Suetonius; Juvenal — *Satires.*
German, 4. — Object and method same as in French.
Drawing, 4. — Appearance of objects analyzed to find how best to lead a child to appreciate the appearance of color in light and shade. (2) Charcoal and water color studies — made from nature and from still life to learn how best to train the child to thoughtful observation and drawing.
Vocal Culture and Reading, 3. — Outline in third term, two years' course.
Physical Culture, 2. — Outline in fourth term, two years' course.
Observation in model school, 2.

THIRD YEAR. — SECOND TERM.

Science. CHEMISTRY, 4. — Study of the principles and special applications of the science. *I.* — *Chemical theory*, using the facts gained in the elementary course, together with those gleaned from the best reference books, to teach how to derive principles from facts, and how to apply the principles. *II.* — *Qualitative analysis*, using a manual, in the laboratory; concrete application of principles; dry and wet tests; preparation of schemes of analysis; practical determination of "unknown" substances. *III.* — *Mineralogy.* — Examination and analysis of groups of minerals, *e.g.*, elements, sulphides, sulphates, silicates; analysis by use of determinative tables and chemical tests; classification of minerals. *IV.* — *Quantitative analysis* (maximum),— solids and water analysis, to teach the method; gravimetric and volumetric analysis.

Language. LATIN, 4. — *Minimum.* — Vergil — one book; Livy. *Maximum.* — Tacitus; Horace — *De Arte Poetica.*

GERMAN, 4. — Object and method same as in French.

DRAWING, 4. — The fine arts — studied to learn how the pupil may be led to understand and enjoy the historical development of the arts of architecture, sculpture and painting. (2) Enrichment by historic ornament and by original design, — analyzed to find the best method of interesting the pupil in the development of the present styles of decoration from prehistoric beginnings. (3) Drawings — made to prepare students to lead the pupil in selecting and executing typical ornamental forms; also in the intelligent expression of original decorative arrangements. (4) Construction — analyzed to enable students to use the best means of training the pupil in the study of orthographic projection and its use in machine and architectural drawings. (5) Drawings — made to find suitable means to train pupils to express ideas of machine and architectural details.

Pencil, pen and ink, charcoal and water color are the media used throughout the four years' course.

General History, 4. — The principles of historical development as derived from the study of the progressive development of human society — Oriental, Classic, and Teutonic nations. Use of the historical library in the preparation of abstracts of topics for teaching. These form the basis of class discussion. Preparation of outlines, comparative maps, and tables of time, plans for school exercises, practice in conducting discussions, use of historical pictures.

Physical Culture, 2. — In gymnasium.

Practice in model school.

FOURTH YEAR. — FIRST TERM.

Language. ENGLISH LITERATURE, 3. — Outline in fourth term, two years' course.

VOCAL CULTURE AND READING, 4. — Expression; gesture; reading; teaching; method of work.

Educational Study of Man, 10. — Outline in fourth term, two years' course.

School Laws of Massachusetts, 1. **Physical Culture**, 2. — In gymnasium. Conducting class exercises.

Practice in model school.

FOURTH YEAR. — SECOND TERM.

Mathematics. TRIGONOMETRY, 4 (for half term). — Plane and spherical, surveying

Science. BOTANY, 4. — Cryptogamic botany—microscopic study of selected types in each division of the flowerless plants, for acquaintance with existing forms, to trace the advance in vegetative structure and in modes of reproduction, and to recognize the relations of higher and lower plants.

Structural botany — microscopic study of the vegetable cell and its products; tissues and tissue systems; structure of typical plants and of the parts of higher plants.

In all parts of the work constant practice in such preparation and manipulation of materials and apparatus as is necessary in teaching; use of results of study for purposes of instruction.

GEOLOGY, 4. — Laboratory study of rocks and fossils of different periods, field work on the local geology of the State, reading of the best authorities on geological theories. Preparation of maps and of other material for teaching.

ASTRONOMY, 3 — A study of the phenomena of the heavenly bodies; their form, size, location, motions, effects of their motions and the causes of the phenomena. Students have the aid of a telescope with four-inch object glass in this study.

Language. ENGLISH LITERATURE, 4. — The periods into which the English language and literature are divided. The historical characteristics of each period; changes which have taken place in the language; the classes of literature most prominent in each period, and the representative authors. The lives of the authors, to discover their relation to their times. The works which best illustrate each author for qualities of thought and expression. Collateral reading by each pupil of selected standard literature.

VOCAL CULTURE AND READING, 4. — Expression; reading Shakespeare; teaching; method of work.

History of Education. EDUCATIONAL FOUNDATIONS. — The development of educational principles is traced from early times to the present, through a study of the institutions, methods, and great leaders. History of educational development in England, United States, and Massachusetts. The library method of study is used in this subject.

Practice in model school.

Physical Culture, 2. — In gymnasium, conducting class exercises.

LABORATORIES AND LIBRARIES.

The institution has seven laboratories, furnished with the most appproved modern appliances for teaching how to teach and study the physical and natural sciences.

Physical Laboratories. — In the department of physics there are two laboratories, with a room adjoining for the instructor. One is arranged for students to work at the tables. The other is arranged with a laboratory table for teaching, and with apparatus for projection, for the illustration of various subjects.

Chemical Laboratories. — The department of chemistry has two laboratories, with a room adjoining for the instructor. One, for the elementary course, is arranged for students to work at the tables, and with a teacher's chemical table and blackboard, with the seats for the class, combining the laboratory and class-room. The other, for the advanced analytical work, qualitative and quantitative, is arranged for students to work at the tables, and with side tables for special work. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory. — This room is arranged for physical and chemical tests, and blow pipe work. It is provided with three sets of specimens: one set of working specimens, containing a collection of minerals for each student to use at the table; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory. — This laboratory is arranged for the study of botany, zoölogy and physiology, and includes two rooms, arranged for students to work at the tables. Each room contains three collections of typical specimens — the working collection, the comparative collection, and the classified collection — and stands for microscopic work. The collections in all the departments are arranged for constant use by the students. The aim is to make the collections complete for the State. All contributions will be put to constant use.

Geographical Laboratory. — This laboratory is equipped with a thirty-six inch globe, slated globes, individual globes, the latest and best physical and political maps, for all grades of work, pictures classified for class use, models of the continents and Massachusetts, modelling boards, productions in both the raw and manufactured states. Apparatus for projection is provided for illustration of biology and geography.

Industrial Laboratory. — This laboratory is furnished with thirty-three manual training benches, ninety-three sets of tools, closets for students' work, and special appliances, including a turning lathe with a circular saw and jig saw attachment.

The Drawing Room is furnished with adjustable drawing stands and with fine examples of casts and models, for teaching in the various departments of drawing.

Library. — The school has a large and valuable library of books for reference, with a card catalogue arranged for direct use in the studies of the course. Each department of the school has its own library arranged for consultation.

LABORATORY FOR ZOOLOGY AND PHYSIOLOGY.

LABORATORY FOR MINERALOGY AND GEOLOGY.

PRINCIPLES AND METHOD OF THE SCHOOL.

Principles. — The ultimate object of the normal school is to make the normal student, as far as possible, an educator.

Teachers have the organization, the teaching, and training of the schools committed to their hands. They direct and control the activities of the children while they are forming habits and laying the foundations of character. The teacher should be able to train the child to the best use of all his power.

The first distinctive principle of normal school work is that **the normal student is to be a teacher.** He is to consider the acquisition and use of knowledge, the exercises of the school, his own spirit, purpose, manners, and conduct, from the point of view of the educator.

From this point of view he must know the process by which the mind acquires knowledge, must be able to present truth to the learner clearly, forcibly, and persuasively. To this end he must make a thorough analysis of each subject in the course of studies and learn how to use it effectively in teaching. He must be master of the subject, that he may give his attention to the action of the pupil's mind in learning.

The course of studies in the normal school must include the subjects embraced in the course of studies for the public school. In the latter these subjects are studied as a means to general culture; in the former they are studied as educational instruments.

The second distinctive principle is that **the normal student is to be educated for teaching.** He is to be trained to comprehend and apply the principles of education that he may be able to conduct his own school to the education of his pupils.

The principles of education are derived from the study of the action of the human mind and body. The method of teaching is determined by these principles. The pupil is developed by the right

exertion of his power. The teacher must know how the pupil is called into right exertion and the products of this activity; and he must know the pupil as an individual.

Presenting the proper objects of thought to the learner, with the use of such motives as will secure right moral action, occasions right activity and its products, knowledge, rational power, and good character. The repeated right exertion of the mind in the acquisition and use of knowledge causes the development and growth of the man.

A course of studies is the means to that teaching and training which occasions the activity that causes the development of the man. The course needed for this purpose is a series of subjects logically progressive and adapted to the order of mental development. It includes studies for training the learner to perceive, remember, and imagine in the aquisition and expression of distinct ideas of individual objects, as the basis of the studies for training him to reflect in the acquisition and expression of general ideas and truths, in the way that will best promote the esthetic, moral, and spiritual life of the man.

The Method.

The students are led through the educational study of each subject in the course, to learn why it should be studied, for the command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

In the common school studies the outline is divided into the **elementary course**, in which the work is laid out in detail for each year of the lower grades; and the **secondary course**, which is laid out in the same way for the higher grades.

The students are taught **how to acquire the knowledge** of the object or subject by teaching them how to study the lesson at the time it is assigned, and requiring them to **present** to the class the results of their study, with criticism by the class and the teacher. After the presentation, the class is thoroughly questioned on all the important points in the lesson.

The students are taught **the method of teaching a class** in the subject by being taught parts of the subject, and, after they have

studied the lesson, examining them upon their knowledge of the method by having them teach the class the same thing. When they have acquired the idea of the method by this imitative teaching, a part of the subject is assigned to the student and he is required to study the subject, prepare the apparatus and illustrations, and teach the class, with criticisms from the class and teacher. The students are also required to drill the class in the application of what has been taught, to examine them on what they have studied, and to do all kinds of class work. The students observe the teaching of the subjects by the regular teachers in the model school.

The presenting and teaching by the students require thorough consideration of the lessons; the student must know the subject, its logical arrangement, and how to present and teach it, or fail. This training gives the student command of himself, of the subject, of the class, makes him self-reliant, develops his individuality.

Text-books are freely used for reference in the preparation of lessons. The committing of text-books to memory is avoided, the students being trained to depend upon objects of thought rather than upon words.

The class exercises, from the beginning of the course, are conducted upon the principles and by the method that have been indicated. The school is a normal training school in all its course.

After this teaching and training in the method of using subjects in teaching, the students learn the philosophy of their work by finding in the educational study of man the principles of education which underlie the method they have learned to use. With this preparation in their own class work the students go to their work in the model school.

THE MODEL SCHOOL.

The model school has a prominent place in the training of the students for their work in the public schools. Its purpose is to exemplify the mode of conducting a good public school, and to train the normal students in observing and teaching children. It occupies nearly one-third of the school building, is under the general supervision of the principal of the normal school, the direct supervision

of the vice-principal, and includes the kindergarten and the nine elementary grades of the public school of the centre of the town. It has twelve teachers, — a principal, and a regular teacher for each grade. The students, after careful observation, to become acquainted with the children, serve as assistants, take charge of the class, teach classes in different subjects, and some have practice in departmental teaching. The last year of the normal course is used for this work.

The normal students have a definite course in practical child study, under careful direction, and make reports on their study. Such study includes the school as a whole, the observation of all the details of school work in different grades, the physical condition of the school, the character of the pupils, their intellectual condition, the home and social life of the community. First the names of the children in the class are learned, and the power to recognize the children is acquired; then attention is given to the different sorts of pupils in the school, — those who are leaders, those who would prevent good work and discipline in the school, those who fail to do the best for themselves but do not interfere with others, those much above or below the average of the class, those whose work is much above that of their classmates, those whose work is very poor, and all others in the class.

This study also includes the individual child, his relation to his class, his physical condition, his intellectual condition, his moral qualities, his home and social life, and his adaptation to special work, aiming in each case to find out the cause of his condition, the effect of that condition, and the remedy for it when it is abnormal; it aims also to discover the habits which the child has formed, noting particularly those things in which he differs from ordinary children, or which are especially characteristic of him.

Discipline.

The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required; and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully

to the known wishes of the Faculty are presumed to be unfit to become teachers.

It is not deemed necessary to awaken a feeling of emulation in order to induce the students to perform their duties faithfully. Faithful attention to duty is encouraged for its own sake, and not for the purpose of obtaining certain marks of credit.

Graduation, Employment.

The daily work in each study must be satisfactory to enable the student to advance to the studies next in order.

Diplomas are given for the two years', the three years', the four years', and the kindergarten course to those students who have satisfactorily completed the studies of the prescribed course. Certificates are given to students who take special courses.

Register of Graduates. — A record of the post-office address of each graduate, and what he is doing, is kept, so far as known, that the principal may communicate with him promptly, and aid him to better positions. To facilitate this desirable work each student, before receiving his diploma, is asked to sign the following: —

I hereby agree to report to the principal of the State Normal School at Bridgewater, at least twice a year for three years after my graduation, and once a year thereafter, so long as I continue in the profession of teaching; and when I leave the profession I will report the fact to him and the cause therefor.

The graduates of the school are in quick demand and are engaged in all the grades of educational work.

Text-books and Pecuniary Aid.

The school supplies the text-books in all the studies.

Pecuniary Aid. — The State makes an annual appropriation of four thousand dollars for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but **this aid is not furnished during the first term of attendance.** "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid."

Railroad Tickets. — Students living on the line of the railroad, and wishing to board at home, can obtain tickets for the term, if under eighteen years of age, at half season-ticket rates; if over eighteen, at season-ticket rates.

Normal School Scholarships at Harvard University.

There are eight scholarships in the scientific school at Harvard University for the benefit of normal schools. The annual value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition, so that the holder of the scholarship gets his tuition free. The incumbents are originally appointed for one year, on the recommendation of the principal of the school from which they have graduated. These appointments may be annually renewed, on the recommendation of the faculty of the scientific school.

Visitors.

The school is always open to the public. Parents and friends of the pupils, school committees, superintendents, teachers, and any others who are interested to see its method and work are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

TILLINGHAST HALL.

RESIDENCE HALLS.

Mrs. Ida A. Newell, **Matron.**

Mrs. C. H. Bixby, **Assistant Matron.**

Charles H. Bixby, **Clerk.** William S. Gordon, **Engineer.**

The State has erected and furnished three pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal.

Normal Hall includes the office, family rooms, reception, and reading rooms, dining room, work rooms, toilet and trunk rooms, and sixty-two residence rooms. The west wing of this Hall is occupied by young men.

Woodward Hall has sixteen large, well-lighted residence rooms, with toilet and trunk rooms.

Tillinghast Hall a fine brick building, completed in August, 1896, is handsomely furnished, and contains thirty-seven residence rooms, with toilet and trunk rooms.

Two students occupy one room. Each room has two closets, is supplied with furniture, including mattress and pillows, heated by steam, lighted by gas and electricity, and thoroughly ventilated. The gentlemen's rooms are furnished with double beds, the ladies' rooms with single beds. No pains are spared to make the halls a home for the students. The reading room is supplied with newspapers, periodicals, and books for the use of the students.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry, and service. The aim is to make these expenses not more than eighty dollars a term for each young woman, and not more than eighty-five dollars a term for each young man. The

ladies take care of their rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recess. An extra charge is made when a student has a room to himself. This arrangement can be made when the rooms are not all taken.

The assignment of rooms is made on the basis that those who have been longest in school shall have precedence in the choice of rooms. If there are more students than can be accommodated in the halls precedence is given to those who reside in Massachusetts. Tillinghast Hall is occupied chiefly by senior students. The assignment of rooms to students in the schools is made just before the close of the spring term.

Payments.

Forty dollars is to be paid by each young woman, and forty-two and one-half dollars by each young man, **at the beginning** of the term; and the same amount for each **at the end of ten weeks** from the beginning of each term. These payments are required to be strictly in advance. The object of this payment in advance is to secure the purchase of supplies at wholesale cash prices, thereby keeping down the price of board and saving to each boarder much more than the interest of the money advanced.

Furniture.

Each boarder is required to bring bedding, towels, napkins, and napkin-ring, and clothes-bag. Ladies will adapt their bedding to single beds, gentlemen to double beds. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name.

GYMNASIUM.

ADDENDUM.

The Board of Education, on March 7, 1901, passed the following vote: "That the visitors of the several normal schools be authorized and directed to provide for a physical examination of candidates for admission to the normal schools in order to determine whether they are free from any disease or infirmity which would unfit them for the office of teacher, and also to examine any student at any time in the course to determine whether his physical condition is such as to warrant his continuance in the school."

PLAN OF SCHOOL BUILDINGS.

1. Normal School.
2. Normal Hall.
3. Woodward Hall.
4. Tillinghast Hall.
5. Laundry.
6. (Principal's House.)
7. Boyden Park.
8. Normal Grove.
9. South Field, Athletic Grounds.

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